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## ABSTRACT

As a result of the State Board of Education and the Michigan Civil Rights Commission's Joint Policy Statement on Equality of Educational Opportunity, a school racial-ethnic census of Michigan public schools was initiated. The purposes of this census were to: (1) assist in the attainment of equality of educational opportunity without discrimination due to race, color, or national origin; (2) aid the State Board of Education in its efforts toward eliminating racial segregation and implementing the Joint Policy Statement; and (3) provide clear, concise, and understandable data on the racial-ethnic composition of Michigan schools to the public and governmental agencies to better enable them to approach the problem of racial segregation in education, and its proposed solutions, with reason. The present report provides data on the racial-ethnic composition of Michigan public schools for 1970-71 and 1971-72. Data were obtained by asking public school teachers to estimate their classroom's racial-ethnic composition. The report is composed of five sections: Special Terms and Definitions, State Highlights, Student Racial-Ethnic Census Data, Professional Staff Racial-Ethnic Data, and a summary. The Joint Policy Statement is appended. (NQ)

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SCHOOL

RACIAL-ETHNIC

CENSUS

1970-71 and 1971-72

RC 008 510

Michigan Department of Education  
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## ERRATA

Paragraph one on page 30 should read as follows. The change in the paragraph is underlined.

Ten districts in 1971-72 contained 50 percent or more minority group students. These ten districts enrolled 215,304 minority students, or 63.2 percent of the total number of minority group students in Michigan public schools. These districts employed 5,948 minority professional staff members, or 68.3 percent of the total number of minority professional staff people employed in Michigan public schools.

## FOREWORD

In April, 1966 the State Board of Education and the Michigan Civil Rights Commission adopted a Joint Policy Statement on Equality of Educational Opportunity. A result of that policy statement was the initiation of a School Racial-Ethnic Census of Michigan public schools. The presentation of this report is but one part of a comprehensive program to implement this policy.

Michigan education must support and advance the principles of democracy by recognizing the worth of every individual and by respecting each person's right to equal educational opportunity. One of the common goals of Michigan education, identified by citizens and educators of the State, and enunciated by the State Board of Education in a document titled "The Common Goals of Michigan Education," speaks of equality of educational opportunity. This goal states, "Michigan education must ensure that its processes and activities are so structured as to provide equality of educational opportunity for all and to assure that there is no institutionalized oppression of any group, such as racism where it exists. It must also provide for an educational environment conducive to learning. The system must assure that all aspects of the school program—including such matters as educational goals, organization of schools, courses, instructional materials, activities, treatment of students, attitudes, and student and community representation—give full cognizance and proper weight to the contributions and participation of all groups within its structure. The school climate should accommodate the diverse values of our society and make constructive use of these values for the betterment of society."

The present report provides data for the 1970-71 and 1971-72 school years. The information contained in this and previous School Racial-Ethnic Census reports is sufficiently comprehensive to give a rather complete picture of the racial composition of public schools. The data presented in this report may be considered a measure of our success in reaching the goal of equality of educational opportunity. It is hoped that these findings will be used by educators and citizens alike in directing efforts toward full realization of our moral and legal commitment to that goal.

The School Racial-Ethnic Census, 1970-71 and 1971-72, was prepared by Mr. Jerry Rupley, Mrs. Marsha McGovney, and Dr. Stanley Rumbaugh of the Department's Research Data Program.

John W. Porter  
Superintendent of  
Public Instruction

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## INTRODUCTION

The purposes of the School Racial-Ethnic Census, 1970-71 and 1971-72 are: (1) to assist in the attainment of the goal of equality of educational opportunity without discrimination because of race, color, or national origin; (2) to aid the State Board of Education in its efforts toward elimination of racial segregation and in implementation of the Board's policy, "...that in programs administered, supervised, or controlled by the Department of Education, every effort shall be made to prevent and to eliminate segregation of staff and children on account of race or color;"\* and (3) to provide clear, concise and understandable information about the racial-ethnic composition of Michigan schools to the public and to governmental agencies so that they may better be able to approach the problem of racial segregation in education and the proposed solutions to that problem, with reason.

One caution must be observed by the reader of this report. In the hope of providing reasonably accurate data without infringing upon the privacy of the students and their parents, data for this report were obtained by asking Michigan's public school teachers to estimate the racial-ethnic compositions of their classrooms. The accuracy of the data is therefore dependent upon the knowledge of the teachers concerning the racial-ethnic backgrounds of their students. The definitions teachers were asked to use in identifying students are presented along with definitions of other terms in the following sections of this report.

The report is composed of five sections following the Introduction: Special Terms and Definitions, State Highlights, Student Racial-Ethnic Data, Professional Staff Racial-Ethnic Data, and Summary.

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\*Joint Policy Statement, Michigan State Board of Education and Michigan Civil Rights Commission, April 22, 1966.



I.

SPECIAL TERMS AND DEFINITIONS

Racial-Ethnic Identification

Michigan's public school teachers were asked to estimate the racial-ethnic compositions of their classrooms using the following generic terms:

- AMERICAN INDIAN: Persons considered in school or community to be of American Indian origin.
- NEGRO:\* Persons considered in the school or community to be of African or Negroid origin.
- ORIENTAL: Persons considered in the school or community to be of Chinese, Japanese or other Oriental origin.
- SPANISH SURNAMED AMERICAN: Persons considered in the school or community to be of Mexican, Central American, Cuban, Puerto Rican, or other Spanish-speaking origin.
- WHITE AND ALL OTHERS NOT INCLUDED ABOVE: Persons considered in the school or community to be of Caucasian origin.

Community Type

- TYPE I Metropolitan Core: One or more adjacent cities with a population of 50,000 or more which serve as the economic focal point of their environs.
- TYPE II City: Community of 10,000 to 50,000 that serves as the economic focal point of its environs.
- TYPE III Town: Community of 2,500 to 10,000 that serves as the economic focal point of its environs.
- TYPE IV Urban Fringe: A community of any population size that has as its economic focal point a metropolitan core or a city.
- TYPE V Rural Community: A community less than 2,500.

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\*Note: Data reported throughout this document reflect the generic terms used for collecting racial-ethnic data in 1970-71 and 1971-72.

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## Building Levels\*

### 1970-71

Reporting units were classified on the basis of grades enrolled as follows:

ELEMENTARY	Grades pre-Kindergarten through 6.
JUNIOR HIGH	Grades 7 and 8.
SENIOR HIGH	Grades 9-12.
OTHER	Special Education.

Due to a reporting requirement of the U.S. Office of Education, a school housing enrollments in grade 6 was always considered an elementary school and a school having enrollments in grades Kindergarten through 12 was considered as three school units.

### 1971-72

ELEMENTARY	Elementary reporting units were defined as having enrollments in at least one of the grades Kindergarten through 6 and not having enrollments above grade 6. <u>Exception:</u> Reporting units with a combination of grades 5, 6, 7 and 8 and reporting units with grades 6, 7 and 8 only were classified as Junior High.
JUNIOR HIGH	Junior high reporting units were defined as having enrollments in grades 7 and 8 only or with some combination of grades 5 through 10.
SENIOR HIGH	Senior high reporting units were defined as having enrollments in grades 9 through 11 or 12 or, in some instances, including grades 7 and/or 8.
OTHER	Special education and any reporting unit not meeting the above definition.

\*Note: The differing building level definitions for the two years reflect a change in the method in which data were reported.

## II.

### STATE HIGHLIGHTS

Table I shows the distribution of students in Michigan public schools by racial-ethnic group for 1970-71 and 1971-72. White students were by far the most numerous group in Michigan public schools in both years, followed by Negro students, Spanish Surnamed students, American Indian students, and Oriental students. White students, as a percent of the total, decreased slightly from 84.8 percent in 1970-71 to 84.6 percent in 1971-72, even though there were more students classified as white in 1971-72 than in 1970-71.

TABLE I

Distribution of Michigan Public School Students  
by Racial-Ethnic Group,\* 1970-71 and 1971-72

	<u>1970-71</u>		<u>1971-72</u>		<u>Number</u>	<u>Percent</u>
	Number	Percent	Number	Percent	Change from 1970-71	Change from 1970-71
American Indian	4,885	0.2	5,713	0.3	+ 828	+16.9
Negro	290,069	13.4	299,685	13.6	+ 9,616	+ 3.3
Oriental	4,202	0.2	4,666	0.2	+ 464	+11.0
Spanish Surnamed	27,801	1.3	30,609	1.4	+ 2,808	+10.1
White	1,830,492	84.8	1,866,205	84.6	+35,713	+ 2.0
TOTAL	2,157,449	99.9	2,206,878	100.1	+49,429	+2.3

Totals do not equal 100% due to rounding.

Each of the four minority groups increased at a faster rate than the white students. American Indians showed the greatest percentage increase from 1970-71 to 1971-72 (16.9%) followed by Oriental (11.0%), Spanish Surnamed (10.1%), Negro (3.3%), and white (2.0%). Minority students as a whole increased by slightly more than six percent from 1970-71 to 1971-72.

\*Note: Data reported throughout this document reflect the generic terms used for collecting racial-ethnic data in 1970-71 and 1971-72.

Table II presents a racial-ethnic summary of students for 1970-71 and 1971-72 by community type. In both years, minority students made up less than 5 percent of the total student population in Community Types III, IV, and V (Town, Urban Fringe, and Rural Area). In Community Type II (Cities), the minority group percentage was slightly less than 10 percent in 1970-71, and slightly greater than 10 percent in 1971-72. In Community Type I (Metropolitan Core), however, minority group students comprised nearly half of the total student population in both years.

Table III presents data for racial-ethnic groups by school building level for 1970-71 and 1971-72. In each year, minority students comprised a smaller percentage of the total student population in high schools than in either junior high schools or elementary schools and a smaller percentage in junior high schools than in elementary schools.

TABLE II

Summary of Students by Community Type, 1970-71 and 1971-72

	Metro Core		City		Town		Urban Fringe		Rural	
	N	%	N	%	N	%	N	%	N	%
American Indian	699	0.13	764	0.48	949	0.31	1,002	0.13	1,471	0.39
Negro	249,884	45.65	12,332	7.77	4,847	1.58	18,276	2.38	4,730	1.26
Oriental	1,336	0.24	268	0.17	420	0.14	1,663	0.22	515	0.14
Spanish Surname	11,873	2.17	2,395	1.51	3,117	1.02	5,087	0.66	5,329	1.42
White	283,547	51.80	142,872	90.07	297,130	96.95	742,675	96.6	364,268	96.80
TOTAL	547,339	99.99	158,631	100.00	306,463	100.00	768,703	100.00	376,313	100.01

  

	Metro Core		City		Town		Urban Fringe		Rural	
	N	%	N	%	N	%	N	%	N	%
American Indian	737	0.13	930	0.57	1,190	0.37	1,074	0.14	1,782	0.46
Negro	257,194	46.74	12,730	7.78	5,166	1.62	19,645	2.49	4,950	1.28
Oriental	1,360	0.25	320	0.20	492	0.15	1,936	0.25	558	0.15
Spanish Surname	12,857	2.34	2,557	1.56	3,408	1.07	6,216	0.79	5,571	1.45
White	278,075	50.54	147,002	89.89	309,609	96.79	758,768	96.33	372,751	96.66
TOTAL	550,223	100.00	163,539	100.00	319,865	100.00	787,639	100.00	385,612	100.00

Percentage totals may not equal 100.00% due to rounding.

### TABLE III

**Number of Students by Racial-Ethnic Group by School Building, 1970-71 and 1971-72**

1970-71									
	ELEMENTARY		JUNIOR HIGH		HIGH		OTHER		TOTAL
	N	%	N	%	N	%	N	%	
American Indian	2,948	0.3	690	0.2	1,115	0.2	132	0.3	4,885
Negro	164,230	14.0	45,352	13.5	70,857	11.6	9,630	25.2	290,069
Oriental	2,746	0.2	538	0.2	892	0.1	26	0.1	4,202
Spanish Surname	17,363	1.5	3,969	1.2	5,738	0.9	731	1.9	27,801
White	984,176	84.0	284,280	84.9	534,296	87.2	27,740	72.5	1,830,492
TOTAL	1,171,463	100.0	334,829	100.0	612,898	100.0	38,259	100.0	2,157,449

  

1971-72									
	ELEMENTARY		JUNIOR HIGH		HIGH		OTHER		TOTAL
	N	%	N	%	N	%	N	%	
American Indian	3,398	0.3	668	0.2	1,538	0.3	109	0.2	5,713
Negro	171,277	14.8	54,884	13.8	63,366	10.5	10,158	21.1	299,685
Oriental	2,908	0.3	696	0.2	999	0.2	63	0.1	4,666
Spanish Surname	18,595	1.6	5,063	1.3	6,173	1.0	775	1.6	30,609
White	964,519	83.1	335,541	84.6	529,059	88.0	37,086	77.0	1,866,205
TOTAL	1,160,700	100.1	396,852	100.1	601,135	100.0	48,191	100.0	2,206,878

Percentage totals may not equal 100.0 % due to rounding.

### III.

#### STUDENT RACIAL-ETHNIC CENSUS DATA

The following pages present detailed information about each of the racial-ethnic minority student groups. Data for each student group are presented separately and include discussion about the distribution of those students in that group for the State as a whole, by Community Type, and by grade level. Data reported throughout this section reflect the generic terms used for collecting racial-ethnic data in 1970-71 and 1971-72.

##### A. NEGRO STUDENTS

A total of 299,685 Negro students were enrolled in Michigan public schools in 1971-72. This figure represents an increase of 9,616 from the 290,069 Negro students enrolled in 1970-71, and an increase of 25,413 over the four year period from 1968-69.

The percentage of Negro students of the total student population has fluctuated only slightly since 1968-69. In 1971-72, 13.6 percent of the public school population were Negro, the highest percentage in the four year period.

Totals and percentages of Negro students in Michigan public schools for the years 1968-69 to 1971-72 are presented in Table IV.

TABLE IV

Number and Percent of Negro Students  
in Michigan Public Schools, 1968-69 to 1971-72

	1968-69	1969-70	1970-71	1971-72
Number	274,272	283,219	290,069	299,685
Percent	13.3	13.2	13.4	13.6

Table V presents data on Negro students in Michigan public schools by Community Type. In both 1970-71 and 1971-72, the schools in Metropolitan Core cities contained the highest percentages of Negro students in the state (about 86%). Schools in Urban Fringe communities comprised the next highest percentage of Negro students; 6.3 percent in 1970-71 and 6.6 percent in 1971-72.

TABLE V

Percent and Number of Negro Students by  
Community Type, 1970-71 and 1971-72

Community Type	Metro Core		Cities		Towns		Urban Fringe		Rural		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
1970-71	249,884	86.1	12,332	4.3	4,847	1.7	18,276	6.3	4,730	1.6	290,069	100.0
1971-72	257,194	85.8	12,730	4.2	5,166	1.7	19,645	6.6	4,950	1.7	299,685	100.0

Tables VI through XI present data for Negro students by grade level and Community Type. A caution must be emphasized in using these tables. First, building level data are not comparable between the two years because of a change in building level definitions (see page 3). In 1970-71 the U.S. Office of Education reporting requirements necessitated a counting of some buildings in several categories. For example, in that year a school housing enrollments in grade 6 was always counted as an elementary school and a school housing enrollments in grades K through 12 was considered, for reporting purposes as three units. For the 1971-72 school year, this requirement was changed. Thus, the apparent reduction in the number of reporting units from 1970-71 to 1971-72 may be largely attributed to the change in building level definitions.

A further explanatory note is needed for the use of Tables VI and VII. The percentage of Negro students is calculated for each Community Type and grade level based upon the total number of students in that particular Community Type at that grade level. For example, Table VI shows the following information for students in grades Pre-Kindegarten through 6 in Metropolitan Core cities for 1970-71.

	Metro Core
Grades Pre-K - 6	
Total Students	306,289
Total Negro Students	141,895
Percent Negro	46.3%

The 141,895 Negro students in grades Pre-K through 6 accounted for 46.3 percent of the 306,289 students in grades Pre-K through 6 in schools in Metropolitan Core cities in 1970-71. Each cell in Tables VI and VII should be interpreted in similar manner.



TABLE VI

Percent and Number of Negro Students Compared to Total Number of Students  
by Grade Level and Community Type, 1970-71

Community Type	Metro Core	Cities	Towns	Urban Fringe	Rural	Total
<b>Grades Pre-K-6</b>						
Total Students	306,289	84,766	163,361	409,461	207,586	1,171,463
Total Negro Students	141,895	7,171	2,663	9,843	2,658	164,230
Percent Negro	46.3%	8.5%	1.6%	2.4%	1.3%	14.0%
<b>Grades 7-8</b>						
Total Students	82,700	24,700	47,024	122,043	58,362	334,829
Total Negro Students	39,242	1,962	676	2,772	700	45,352
Percent Negro	47.5%	7.9%	1.4%	2.3%	1.2%	13.5%
<b>Grades 9-12</b>						
Total Students	144,114	46,523	91,359	225,715	105,187	612,898
Total Negro Students	60,606	2,818	1,325	4,924	1,184	70,857
Percent Negro	42.1%	6.1%	1.5%	2.2%	1.1%	11.6%
<b>Other</b>						
Total Students	14,236	2,642	4,719	11,484	5,178	38,259
Total Negro Students	8,141	381	183	737	188	9,630
Percent Negro	57.2%	14.4%	3.9%	6.4%	3.6%	25.2%
<b>Total all categories</b>						
Total Students	547,339	158,631	306,463	768,703	376,313	2,157,449
Total Negro Students	249,884	12,332	4,847	18,276	4,730	290,069
Percent Negro	45.7%	7.8%	1.6%	2.4%	1.3%	13.4%

TABLE VII

Percent and Number of Negro Students Compared to Total  
Number of Students by Grade Level and Community Type, 1971-72

Community Type	Metro Core	Cities	Towns	Urban Fringe	Rural	Total
<b>Grades Pre-K-6</b>						
Total Students	309,331	85,417	160,199	402,168	203,585	1,160,700
Total Negro Students	147,587	7,734	2,562	10,824	2,570	171,277
Percent Negro	47.7%	9.0%	1.5%	2.6%	1.2%	14.7%
<b>Grades 7-8</b>						
Total Students	104,046	32,391	55,961	159,930	44,524	396,852
Total Negro Students	48,724	1,912	1,039	2,751	458	54,884
Percent Negro	46.8%	5.9%	1.8%	1.7%	1.0%	13.8%
<b>Grades 9-12</b>						
Total Students	118,488	43,455	101,027	208,858	129,307	601,135
Total Negro Students	51,485	2,696	1,557	5,847	1,847	63,366
Percent Negro	43.4%	6.2%	1.5%	2.7%	1.3%	10.5%
<b>Other</b>						
Total Students	18,358	2,276	2,678	16,683	8,196	48,191
Total Negro Students	9,398	388	8	223	141	10,158
Percent Negro	51.1%	17.0%	0.2%	1.3%	1.7%	21.0%
<b>Total all categories</b>						
Total Students	550,223	163,539	319,865	787,639	385,612	2,206,878
Total Negro Students	257,194	12,730	5,166	19,645	4,950	299,685
Percent Negro	46.7%	7.7%	1.6%	2.4%	1.2%	13.6%

In each year, there seems to be a trend toward a proportionate decrease in the percentage of Negro students to the total population as the grade level increases. For example, in 1970-71, 14.0 percent of the Pre-K through 6 student population were Negro, while only 13.5 percent of the students in grades 7-8, and 11.6 percent in grades 9-12 were Negro. This same phenomenon holds true for 1971-72 with figures of 14.7 percent, 13.8 percent, and 10.5 percent for Pre-K through 6, grades 7-8, and grades 9-12 respectively.

It is not known whether this phenomenon is due to a higher-than-average dropout rate among Negroes, to an inflow of predominantly white children from non-public elementary schools to the public high schools or to other reasons. Further information is needed to answer this question.

Of particular interest is the high percentage of Negro students in the category called "other." In 1970-71, this classification was composed primarily of special education students. More than one-fourth of the students in this category were Negro, while Negro students accounted for only 13.4 percent of the total student population in the State. In 1970-71, Metropolitan Core City schools reported that 57.2 percent of the students in this category were Negro.

As a measure of the degree of racial isolation of Negro students in Michigan public schools, Tables VIII through XI show the number of schools falling into varying ranges of percentages of Negro students and the number of students attending schools within each range.

Each table makes use of the following percentage of Negro student ranges:

- 1) less than .01% Negro students
- 2) .01 - 4.9% Negro students
- 3) 5.0 - 24.9% Negro students
- 4) 25.0 - 39.9% Negro students
- 5) 40.0 - 49.9% Negro students
- 6) 50.0 - 59.9% Negro students
- 7) 60.0 - 94.9% Negro students
- 8) 95.0% or more Negro students

TABLE VIII

Number and Percent of Public School Reporting Units  
Containing Various Ranges of Percentage of Negro Students,  
1970-71

% Negro Pupils	Building Levels								Total	
	Elementary		Junior High		High		Other			
	N	%	N	%	N	%	N	%	N	%
Less than .01%	1,749	58.0	519	55.7	461	53.5	992	62.9	3,721	58.3
.01-4.9%	724	24.0	226	24.2	238	27.6	34	2.2	1,222	19.1
5.0-24.0%	217	7.2	77	8.3	77	8.9	190	12.0	561	8.8
25.0-39.9%	51	1.7	21	2.3	18	2.1	82	5.2	172	2.7
40.0-49.9%	20	0.7	13	1.4	9	1.1	33	2.1	75	1.2
50.0-59.9%	16	0.5	6	0.6	8	0.9	32	2.0	62	1.0
60.0-94.9%	110	3.6	32	3.4	23	2.7	110	7.0	275	4.3
95.0% or more	127	7.2	38	4.1	27	3.1	104	6.6	296	4.6
TOTAL	3,014	99.9	932	100.0	861	99.9	1,577	100.0	6,384	100.0

Some totals may not equal 100.0 percent due to rounding.

Table VIII shows that in 1970-71 58.3 percent of the total school reporting units contained less than .01 percent Negro students and 77.4 percent of the total contained less than 5.0 percent Negro students. On the other hand 4.6 percent of the total reporting units in the State contained 95 percent or more Negro students.

TABLE IX

**Number and Percent of Students Enrolled in Schools  
by Percentage of Negro Student Range, 1970-71**

% Negro Students	NEGRO STUDENTS 1970-71										ALL STUDENTS	
	Elementary		Junior High		High School		Other		Total		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than .01%	1	.0	2	.0	21	.0	0	.0	24	.0	1,055,433	48.9
.01-4.9%	3,514	2.1	1,006	2.2	2,143	3.0	41	0.4	6,704	2.3	565,742	26.6
5.0-24.9%	10,704	6.5	4,892	10.8	9,724	13.7	703	7.3	26,023	9.0	200,919	9.1
25.0-39.9%	6,592	4.0	2,909	6.4	4,419	6.2	748	7.8	14,668	5.1	45,439	2.1
40.0-49.0%	4,455	2.7	2,439	5.4	3,804	5.4	571	5.9	11,269	3.9	25,079	1.1
50.0-59.9%	4,912	3.0	597	1.3	5,774	8.2	656	6.8	11,939	4.1	21,691	1.0
60.0-94.9%	51,139	31.1	12,563	27.7	15,544	21.9	3,520	36.6	82,766	28.5	104,434	4.7
95.0% or more	82,913	50.5	20,944	46.2	29,428	41.5	3,391	35.2	136,676	47.1	138,712	6.1
TOTAL	164,230	99.9	45,352	100.0	70,857	99.9	9,630	100.0	290,069	100.0	2,157,449	100.0

Some totals may not equal 100.0 percent due to rounding.

Table IX presents the number and percentages of students who were enrolled in schools within each percentage-of-Negro-student range. The first ten columns show the number and percentages of Negro students enrolled in the various building level ranges and the defined percentage ranges, while the last two columns show the number and percentages of all students by their classification.

Table IX shows that in 1970-71, 1,055,433 students (all but 24 of which were other than Negro) or 48.9 percent of all Michigan public school students, attended schools which contained less than .01 percent Negro enrollment. A total of 1,621,175 students, or 75.2 percent of all Michigan public school students attended schools with less than 5.0 percent Negro students. On the other hand, 138,712 Negro students, or 47.8 percent of all Negro students in Michigan public schools were enrolled in 1970-71 in schools with 95 percent or more Negro students.

Tables X and XI show data corresponding to Tables VIII and IX for 1971-72.\*

\*The total number of schools counted dropped from 1970-71 to 1971-72 because of the change in definition of building reporting units. See page 3 for further explanation.

TABLE X

Number and Percent of Public School Reporting Units  
Containing Various Ranges of Percentages of Negro Students  
1971-72

% Negro Pupils	Building Levels									
	Elementary		Junior High		High		Other		Total	
	N	%	N	%	N	%	N	%	N	%
Less than .01%	1,535	54.6	225	43.0	314	52.4	27	30.7	2,101	52.3
.01-4.9%	699	24.9	170	32.5	188	31.4	13	14.8	1,070	26.6
5.0-24.9%	244	8.0	55	10.5	51	8.5	16	18.2	346	8.6
25.0-39.9%	81	2.9	14	2.7	12	2.0	7	7.9	114	2.8
40.0-49.9%	26	0.9	9	1.7	7	1.2	0	0.0	42	1.0
50.0-59.9%	16	0.6	5	1.0	5	0.8	8	9.1	34	.8
60.0-94.9%	99	3.5	22	4.2	12	2.0	7	7.9	140	3.5
95.0% or more	130	4.6	23	4.4	10	1.7	10	11.4	173	4.3
TOTAL	2,810	100.0	523	100.0	599	100.0	88	100.0	4,020	99.9

Some totals may not equal 100.0 percent due to rounding.

TABLE XI

Number and Percent of Students Enrolled in Schools  
By Percentage of Negro Student Ranges, 1971-72

% Negro Students	NEGRO STUDENTS 1971-72										ALL STUDENTS	
	Elementary		Junior High		High School		Other		Total		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than .01%	1	.0	14	.0	27	.0	1	.0	43	.0	991,131	44.9
.01-4.9%	3,290	1.9	1,278	2.3	1,669	2.6	180	1.8	6,417	2.1	626,724	28.4
5.0-24.9%	12,036	7.0	6,205	11.3	7,918	12.5	833	8.2	26,992	9.0	225,399	10.2
25.0-39.9%	9,698	5.7	3,235	5.9	6,763	10.7	2,195	21.6	21,891	7.3	71,132	3.2
40.0-49.9%	6,761	3.9	2,616	4.8	3,768	5.9	0	.0	13,147	4.4	29,999	1.4
50.0-59.9%	3,565	2.1	2,169	4.0	4,686	7.4	560	5.5	10,980	3.7	19,994	0.9
60.0-94.9%	48,770	28.5	14,949	27.2	16,052	25.3	813	8.0	80,584	26.9	101,116	4.6
95.0% or more	87,156	50.9	24,416	44.5	22,483	35.5	5,576	54.9	139,631	46.6	141,381	6.4
TOTAL	171,277	100.0	54,884	100.0	63,366	99.9	10,158	100.0	299,685	100.0	2,206,878	100.0

percentage totals may not equal 100.0 percent due to rounding.

Table X indicates that in 1971-72, only 52.3 percent of the total reporting units contained less than .01 percent Negro students, a decrease of 6.0 percent, while 4.3 percent of all reporting units contained 95 percent or more Negro students, a decrease of 0.3 percent. Thus, the percentage of schools falling within both the ranges representing extreme racial isolation decreased from 1970-71 to 1971-72.

Table XI indicates that in 1971-72 the number of all students enrolled in schools with less than .01 percent Negro students decreased by 64,302 to 991,131. This figure represented 44.9 percent of the total Michigan public school student population in 1971-72, for a drop of 4.0 percent from the 1970-71 percentage. A total of 1,617,855 students, or 73.3 percent of all Michigan public school students attended schools in 1971-72 with less than 5 percent Negro students. This represented a decrease of 3,320 students in this range from the 1970-71 total, and a decrease of 2.9 percent from 1970-71. At the other end of the scale, 141,381 Negro students, or 47.2 percent of all Negro students in Michigan's public schools attended schools in 1971-72 with 95 percent or more Negro enrollment. While this figure represents 2,669 more Negro students in this range than in 1970-71, the 47.2 percent figure for 1971-72 was 0.6 percent less than the corresponding figure from 1970-71. Thus, the percentage of students as well as the number of schools in the most extreme racially isolated situation, dropped from 1970-71 to 1971-72.

## B. SPANISH SURNAMED STUDENTS

A total of 30,609 Spanish surnamed students were enrolled in Michigan public schools in 1971-72. This figure represented an increase of 2,808 students from the 1970-71 total of 27,801, or a 10.1 percent gain. Since 1968-69, a year in which 24,933 Spanish surnamed students were counted, there has been an increase of 5,670 students. This increase represents a 22.7 percent gain over the four year period.

The percentage of Spanish surnamed students out of the total population of Michigan public schools has also increased from the 1.2 percent figure in 1968-69, to 1.3 percent in 1970-71, to 1.4 percent in 1971-72.

Table XII shows the number and percentage of Spanish surnamed students in Michigan public schools from 1968-69 through 1971-72.

TABLE XII

Number and Percent of Spanish Surnamed Students  
in Michigan Public Schools, 1968-69 to 1971-72

	1968-69	1969-70	1970-71	1971-72
Number	24,939	28,051	27,801	30,609
Percent	1.2	1.3	1.3	1.4

Table XIII presents data on Spanish surnamed students in Michigan public schools by Community Type.

TABLE XIII

Percent and Number of Spanish Surnamed Students by  
Community Type, 1970-71 and 1971-72

Community Type	Metro Core		Cities		Towns		Urban Fringe		Rural		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
1970-71	11,873	42.7	2,395	8.6	3,117	11.2	5,087	18.3	5,329	19.2	27,801	100.0
1971-72	12,857	42.0	2,557	8.4	3,408	11.1	6,216	20.3	5,571	18.2	30,609	100.0



In both 1970-71 and 1971-72, the schools in Metropolitan Core cities contained the highest percentage of Spanish surnamed students (more than 40%). In 1970-71, schools in Rural communities contained the second highest percentage (19.2%) and in 1971-72 schools in Urban Fringe communities contained the second highest percentage (20.3%) of Spanish surnamed students.

Tables XIV through XVII present data for Spanish surnamed students by grade level and Community Type. The same caution and interpretive emphasis should be placed on these tables as were explained on page 9 in association with Tables VI through XI.

TABLE XIV

Percent and Number of Spanish Surnamed Students Compared to Total Number of Students by Grade Level and Community Type, 1970-71

Community Type	Metro Core	Cities	Towns	Urban Fringe	Rural	Total
<b>Grades Pre-K-6</b>						
Total Students	306,289	84,766	163,361	409,461	207,586	1,171,463
Total Spanish Surnamed Students	7,430	1,467	1,958	3,065	3,443	17,363
Percent Spanish Surnamed Students	2.4%	1.7%	1.2%	0.7%	1.7%	1.5%
<b>Grades 7-8</b>						
Total Students	82,700	24,700	47,024	122,043	58,362	334,829
Total Spanish Surnamed Students	1,734	328	455	683	769	3,969
Percent Spanish Surnamed Students	2.1%	1.3%	1.0%	0.6%	1.3%	1.2%
<b>Grades 9-12</b>						
Total Students	144,114	46,523	91,359	225,715	105,187	612,898
Total Spanish Surnamed Students	2,384	512	622	1,221	999	5,738
Percent Spanish Surnamed Students	1.7%	1.1%	0.7%	0.5%	0.9%	0.9%
<b>Other</b>						
Total Students	14,236	2,642	4,719	11,484	5,178	38,259
Total Spanish Surnamed Students	325	88	82	118	118	731
Percent Spanish Surnamed Students	2.3%	3.3%	1.7%	1.0%	2.3%	1.9%
<b>Total all categories</b>						
Total Students	547,339	158,631	306,463	768,703	376,313	2,157,449
Total Spanish Surnamed Students	11,873	2,395	3,117	5,087	5,329	27,801
Percent Spanish Surnamed Students	2.2%	1.5%	1.0%	0.7%	1.4%	1.3%

TABLE XV

Percent and Number of Spanish Surnamed Students Compared to Total Number of Students  
by Grade Level and Community Type, 1971-72

Community Type	Metro Core	Cities	Towns	Urban Fringe	Rural	Total
<b>Grades Pre-K-6</b>						
Total Students	309,331	85,417	160,199	402,168	203,585	1,160,700
Total Spanish Sur- named Students	7,998	1,539	1,949	3,561	3,551	18,598
Percent Spanish Surnamed Students	2.6%	1.8%	1.2%	0.9%	1.7%	1.6%
<b>Grades 7-8</b>						
Total Students	104,046	32,391	55,961	159,930	44,524	396,852
Total Spanish Sur- named Students	2,413	502	542	1,012	594	5,063
Percent Spanish Surnamed Students	2.3%	1.5%	1.0%	0.6%	1.3%	1.3%
<b>Grades 9-12</b>						
Total Students	118,488	43,455	101,027	208,858	129,307	601,135
Total Spanish Sur- named Students	2,161	499	879	1,357	1,277	6,173
Percent Spanish Surnamed Students	1.8%	1.1%	0.9%	0.6%	1.0%	1.0%
<b>Other</b>						
Total Students	18,358	2,276	2,678	15,683	8,196	48,191
Total Spanish Sur- named Students	285	17	38	286	149	775
Percent Spanish Surnamed Students	1.6%	0.7%	1.4%	1.7%	1.8%	1.6%
<b>Total all categories</b>						
Total Students	550,223	163,539	319,865	787,639	385,612	2,206,878
Total Spanish Sur- named Students	12,857	2,557	3,408	6,216	5,571	30,609
Percent Spanish Surnamed Students	2.3%	1.6%	1.1%	0.8%	1.4%	1.4%

The percentage of the student population which was Spanish surnamed was smaller in the high school grade range than in the elementary grades for all community types in both 1970-71 and 1971-72.

Tables XVI and XVII are intended to indicate a measure of the degree of racial isolation of Spanish surnamed students. Table XVI shows that in 1970-71 a total of 705,015 students or 32.7 percent of all Michigan public school students attended schools with less than .01 percent Spanish surnamed students. By 1971-72 that figure had dropped to 510,876, or 23.1 percent of the public school students (Table XVII).

TABLE XVI

Number and Percent of Students Enrolled in Schools by  
Percentage of Spanish Surnamed Student Range, 1970-71

% Spanish Surnamed Students	SPANISH SURNAMED STUDENTS - 1970-71										ALL STUDENTS	
	Elementary		Junior High		High School		Other		Total		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than .01%	9	0.1	0	0.0	0	0.4	0	0.0	33	0.1	705,015	32.7
.01-4.9%	7,989	46.0	2,061	51.9	3,747	65.3	177	24.2	13,974	50.3	1,325,002	61.4
5.0-24.9%	7,884	45.4	1,685	42.5	1,887	32.9	457	62.5	11,913	42.9	121,486	5.6
25.0-39.9%	1,094	6.3	223	5.6	80	1.4	55	7.5	1,452	5.2	4,952	0.2
40.0-49.9%	387	2.2	0	0.0	0	0.0	23	3.1	410	1.5	962	0.0
50.0-59.9%	0	0.0	0	0.0	0	0.0	11	1.5	11	0.0	21	0.0
60.0-94.9%	0	0.0	0	0.0	0	0.0	8	1.1	8	0.0	11	0.0
95.0% or more	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	17,363	100.0	3,969	100.0	5,738	100.0	731	99.9	27,801	100.0	2,157,449	99.9

Percentage totals may not equal 100.0 percent due to rounding.

TABLE XVII

Number and Percent of Students Enrolled in Schools by  
Percentage of Spanish Surnamed Student Range, 1971-72

% Spanish Surnamed Students	SPANISH SURNAMED STUDENTS - 1971-72										ALL STUDENTS	
	Elementary		Junior High		Hig. School		Other		Total		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Less than .01%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	510,876	23.1
.01-4.9%	8,428	45.3	2,655	52.4	4,141	67.0	553	71.3	15,777	51.5	1,557,057	70.6
5.0-24.9%	8,610	46.3	2,081	41.1	2,032	32.9	222	28.6	12,945	42.3	133,522	6.0
25.0-39.9%	827	4.4	327	6.4	0	0.0	0	0.0	1,154	3.8	3,942	0.2
40.0-49.9%	522	2.8	0	0.0	0	0.0	0	0.0	522	1.7	1,100	0.0
50.0-59.9%	211	1.1	0	0.0	0	0.0	0	0.0	211	0.7	381	0.0
60.0-94.9%	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
95.0% or more	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
TOTAL	18,598	99.9	5,063	99.9	6,173	99.9	775	99.9	30,609	100.0	2,206,878	99.9

Percentage totals may not equal 100.0 percent due to rounding.

Tables XVI and XVII also show the percentage of Spanish surnamed students attending schools in the various percentage ranges, for the entire State and by building level. A total of 50.4 percent of all of Michigan's Spanish surnamed public school students in 1970-71, and 51.5 percent in 1971-72, attended schools with less than 5.0 percent Spanish surnamed enrollment. 93.2 percent of all Spanish surnamed students in 1970-71 and 93.8 percent of all Spanish surnamed students in 1971-72 attended schools with less than 25.0 percent Spanish surnamed students. In each of the two years, the percentages of Spanish surnamed students attending elementary schools with less than 5.0 percent Spanish surnamed enrollment were lower than the percentage of Spanish surnamed students attending high schools with less than 5.0 percent Spanish surnamed students.

### C. AMERICAN INDIAN STUDENTS

A total of 5,713 American Indian students were enrolled in Michigan public schools in 1971-72. This figure represented an increase of 828 students from the 1970-71 total of 4,885 or a 16.9 percent increase. Since 1968-69, when 4,499 American Indian students were counted, there has been an increase of 1,214 students. This represents a 27.0 percent increase over the four year period.

Table XVIII shows the number and percentage of American Indian students in Michigan public schools from 1968-69 through 1971-72.

TABLE XVIII

Number and Percent of American Indian Students  
in Michigan Public Schools, 1968-69 to 1971-72

	1968-69	1969-70	1970-71	1971-72
Number	4,499	4,857	4,885	5,713
Percent	0.2	0.2	0.2	0.3

Table XIX presents data on American Indian students by Community Type for 1970-71 and 1971-72.

TABLE XIX

Percent and Number of American Indian Students by  
Community Type. 1970-71 and 1971-72

Community Type	Metro Core		Cities		Towns		Urban Fringe		Rural		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
1970-71	699	14.3	764	15.6	949	19.4	1,002	20.5	1,471	30.1	4,885	100.0
1971-72	737	12.9	930	16.3	1,190	20.8	1,074	18.8	1,782	31.2	5,713	100.0

In both 1970-71 and 1971-72, the schools in Rural communities contained the largest numbers and percentages of American Indian students. In each year, more than 30 percent of the American Indian public school students attended school in Rural communities.

Tables XX and XXI present data on American Indian students by grade level and Community Type for 1970-71 and 1971-72.

TABLE XX

Percent and Number of American Indian Students Compared to Total Number of Students by Grade Level and Community Type, 1970-71

Community Type	Metro Core	Cities	Towns	Urban Fringe	Rural	Total
<b>Grades Pre-K-6</b>						
Total Students	306,289	84,766	163,361	409,461	207,586	1,171,463
Total American Indian Students	471	483	568	603	823	2,948
Percent American Indian Students	0.2%	0.6%	0.3%	0.1%	0.4%	0.3%
<b>Grades 7-8</b>						
Total Students	82,700	24,700	47,024	122,043	58,362	334,829
Total American Indian Students	76	101	150	149	214	690
Percent American Indian Students	0.1%	0.4%	0.3%	0.1%	0.4%	0.2%
<b>Grades 9-12</b>						
Total Students	144,114	46,523	91,359	225,715	105,187	612,898
Total American Indian Students	125	168	216	226	380	1,115
Percent American Indian Students	0.1%	0.4%	0.1%	0.1%	0.4%	0.2%
<b>Others</b>						
Total Students	14,236	2,642	4,719	11,484	5,178	38,259
Total American Indian Students	27	12	15	24	54	132
Percent American Indian Students	0.2%	0.5%	0.3%	0.2%	1.0%	0.3%
<b>Total all categories</b>						
Total Students	547,339	158,631	306,463	768,703	376,313	2,157,449
Total American Indian Students	699	764	949	1,002	1,471	4,885
Percent American Indian Students	0.1%	0.5%	0.3%	0.1%	0.4%	0.2%

TABLE XXI

Percent and Number of American Indian Students Compared to Total Number of Students  
by Grade Level and Community Type, 1971-72

Community Type	Metro Core	Cities	Towns	Urban Fringe	Rural	Total
<b>Grades Pre-K-6</b>						
Total Students	309,331	85,417	160,199	402,168	203,585	1,160,700
Total American Indian Students	504	597	658	621	1,018	3,398
Percent American Indian Students	0.2%	0.7%	0.4%	0.2%	0.5%	0.3%
<b>Grades 7-8</b>						
Total Students	104,046	32,391	55,961	159,930	44,524	396,852
Total American Indian Students	114	95	120	222	117	668
Percent American Indian Students	0.1%	0.3%	0.2%	0.1%	0.3%	0.2%
<b>Grades 9-12</b>						
Total Students	118,488	43,455	101,027	208,858	129,307	601,135
Total American Indian Students	96	231	382	198	631	1,538
Percent American Indian Students	0.1%	0.5%	0.4%	0.1%	0.5%	0.3%
<b>Other</b>						
Total Students	18,358	2,276	2,678	16,683	8,196	48,191
Total American Indian Students	23	7	30	33	16	109
Percent American Indian Students	0.1%	0.3%	1.1%	0.2%	0.2%	0.2%
<b>Total all categories</b>						
Total Students	550,223	163,539	319,865	787,639	385,612	2,206,878
Total American Indian Students	737	930	1,190	1,074	1,782	5,713
Percent American Indian Students	0.1%	0.6%	0.4%	0.1%	0.5%	0.3%

## D. ORIENTAL STUDENTS

A total of 4,666 Oriental students were enrolled in Michigan public schools in 1971-72. This figure represented an increase of 464 students from the 1970-71 total of 4,202 or an 11.1 percent increase. Since 1968-69 when 3,793 Oriental students were counted, there has been an increase of 873 students. This represents an increase of 23 percent over the four year period.

Table XXII shows the number and percentage of Oriental students in Michigan public schools from 1968-69 through 1971-72.

TABLE XXII

Number and Percent of Oriental Students  
in Michigan Public Schools, 1968-69 to 1971-72

	1968-69	1969-70	1970-71	1971-72
Number	3,793	4,104	4,202	4,666
Percent	0.2	0.2	0.2	0.2

Table XXIII presents data on Oriental students by Community Type for 1970-71 and 1971-72. In both years schools in Urban Fringe Communities contained the highest percentage of Oriental students (39.6% in 1970-71 and 41.5% in 1971-72).

TABLE XXIII

Percent and Number of Oriental Students by  
Community Type, 1970-71 and 1971-72

Community Type	Metro Core		Cities		Towns		Urban Fringe		Rural		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
1970-71	1,336	31.8	268	6.4	420	10.0	1,663	39.6	515	12.3	4,202	100.0
1971-72	1,360	29.2	320	6.9	492	10.5	1,936	41.5	558	12.0	4,666	100.0

Tables XXIV and XXV present data on Oriental students by grade level and Community Type.



TABLE XXIV

Percent and Number of Oriental Students Compared to Total Number of Students  
by Grade Level and Community Type, 1970-71

Community Type	Metro Core	Cities	Towns	Urban Fringe	Rural	Total
<b>Grades Pre-K-6</b>						
Total Students	306,289	84,766	163,361	409,461	207,586	1,171,463
Total Oriental Students	850	213	271	1,068	344	2,746
Percent Oriental Students	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%
<b>Grades 7-8</b>						
Total Students	82,700	24,700	47,024	122,043	58,362	334,829
Total Oriental Students	168	22	62	224	62	538
Percent Oriental Students	0.2%	0.1%	0.1%	0.2%	0.1%	0.2%
<b>Grades 9-12</b>						
Total Students	144,114	46,523	91,359	225,715	104,187	612,898
Total Oriental Students	309	32	84	360	107	892
Percent Oriental Students	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%
<b>Other</b>						
Total Students	14,236	2,642	4,719	11,484	5,178	38,259
Total Oriental Students	9	1	3	11	2	26
Percent Oriental Students	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%
<b>Total all categories</b>						
Total Students	547,339	158,631	306,463	768,703	376,313	2,157,449
Total Oriental Students	1,336	268	420	1,663	515	4,202
Percent Oriental Students	0.2%	0.2%	0.1%	0.2%	0.1%	0.2%

TABLE XXV

Percent and Number of Oriental Students Compared to Total Number of Students  
by Grade Level and Community Type, 1971-72

Community Type	Metro Core	Cities	Towns	Urban Fringe	Rural	Total
<b>Grades Pre-K-6</b>						
Total Students	309,331	85,417	160,199	402,168	203,585	1,160,700
Total Oriental Students	806	231	315	1,202	354	2,908
Percent Oriental Students	0.3%	0.3%	0.2%	0.3%	0.2%	0.3%
<b>Grades 7-8</b>						
Total Students	104,046	32,391	55,961	159,930	44,524	396,852
Total Oriental Students	213	40	68	313	62	696
Percent Oriental Students	0.2%	0.1%	0.1%	0.2%	0.1%	0.2%
<b>Grades 9-12</b>						
Total Students	118,488	43,455	101,027	208,858	129,307	601,135
Total Oriental Students	305	49	106	408	131	999
Percent Oriental Students	0.3%	0.1%	0.1%	0.2%	0.1%	0.2%
<b>Other</b>						
Total Students	18,358	2,276	2,678	16,683	8,196	48,191
Total Oriental Students	36	0	3	13	11	63
Percent Oriental Students	0.2%	0.0%	0.1%	0.1%	0.1%	0.1%
<b>Total all categories</b>						
Total Students	550,223	163,539	319,865	787,639	385,612	2,206,878
Total Oriental Students	1,360	320	492	1,936	558	4,666
Percent Oriental Students	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%

IV.

PROFESSIONAL STAFF RACIAL-ETHNIC DATA

A State total of 94,457 professional staff members (classroom teachers, principals, assistant principals, consultants, supervisors, librarians, guidance personnel, and audio-visual staff) were employed in Michigan public schools in 1971-72. Of these 8,705, or 9.2 percent were identified as American Indian, Negro, Oriental, or Spanish Surnamed. In 1970-71, there were 92,937 professional staff people employed in Michigan public schools, with 7,817, or 8.4 percent identified as members of one of the four minority classifications.

Table XXXIII shows the numbers and percentages of professional staff members statewide of each of the five racial-ethnic groups for 1970-71 and 1971-72.

TABLE XXVI

Number and Percent of Professional Staff by Racial-Ethnic Groups,  
1970-71 and 1971-72

	1970-71		1971-72	
	Number	Percent	Number	Percent
American Indian	63	0.1	64	0.1
Negro	7,400	8.0	8,130	8.6
Oriental	174	0.2	267	. 3
Spanish Surnamed	180	0.2	244	0.3
Total Minority	7,817	8.4	8,705	9.2
White	85,120	91.6	85,752	90.8
TOTAL	92,937	100.1	94,457	100.1

Percentage totals may not equal 100.0 percent due to rounding.

Ten districts\* in 1971-72 contained 50 percent or more minority group <sup>63.2</sup> students. These ten districts enrolled 215,304 minority students, or ~~89.5~~ percent of the total number of minority group students in Michigan public schools. These districts employed 5,948 minority professional staff members, or 68.3 percent of the total number of minority professional staff people employed in Michigan public schools.

Nineteen districts\*\* contained more than 40 percent minority students. These districts contained 263,700 minority students, or 77.4 percent of the total in Michigan public schools. These nineteen districts employed 7,150 minority staff members, or 82.1 percent of all the minority staff members in Michigan public schools in 1971-72.

Finally, forty-four districts\*\*\* in Michigan in 1971-72 enrolled more than 15 percent minority students. These districts contained 301,930 minority students, or 88.6 percent of the total minority students in the State. These districts employed 7,945 minority professional staff members or 91.3 percent of all minority professional staff members employed in Michigan public schools in 1971-72.

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\*Inkster Public Schools, Highland Park School District, Muskegon Heights Public Schools, Covert Public Schools, Cross Village School District, Detroit City Schools, Benton Harbor Schools, Ecorse Public Schools, Buena Vista School District, and Mackinac Island School District.

\*\*The ten districts listed above, plus Saginaw Public Schools, Baldwin Public Schools, Westwood Community Schools, River Rouge School District, Pontiac City Schools, Ionia Township District # 5, Flint Public Schools, Beecher School District, and Casco Township School District # 4.

\*\*\*The nineteen districts listed above plus Albion Public Schools, Cassopolis Public Schools, St. Ignace Township School District, Hamtramck School District, Battle Creek School District, Muskegon Public Schools, Grand Rapids Public Schools, Madison Schools, Brimley Public Schools, Ypsilanti School District, Mount Clemens Community Schools, Eau Claire Public Schools, Willow Run Public Schools, New Haven Community School, Lansing Public Schools, South Haven Public Schools, Kalamazoo Public Schools, Fennville Public Schools, Berrien Springs Public Schools, Jackson Public Schools, Baraga Township Schools, Bangor Public Schools, Romulus Community Schools, Sands Township School District, and Carrollton Public Schools.

V.

SUMMARY

This report has presented information on the racial-ethnic composition of Michigan public schools for 1970-71 and 1971-72. Among the findings and observations in the report are the following:

- 1) The percentage of minority group students increased from 15.2 percent to 15.4 percent of the total students in Michigan public schools from 1970-71 to 1971-72;
- 2) The number of minority students increased by slightly more than six percent from 1970-71 to 1971-72;
- 3) There are many minority students, particularly Negroes, classified as "other" which may indicate a disproportionately high number of such students in Special Education programs; and
- 4) There appears to be a proportionately decreasing percentage of minority students in public schools as children progress from the elementary grades through high school.

It is hoped that the findings of this report will be used in directing efforts toward the goal of equality of educational opportunity for all children and youth in Michigan.

**APPENDIX A**

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JOINT STATEMENT  
MICHIGAN STATE BOARD OF EDUCATION  
AND MICHIGAN CIVIL RIGHTS COMMISSION

In the field of public education, Michigan's Constitution and laws guarantee every citizen the right to equal educational opportunities without discrimination because of race, religion, color or national origin. Two departments of State government share responsibility for upholding this guarantee. The State Board of Education has a constitutional charge to provide leadership and general supervision over all public education, while the Michigan Civil Rights Commission is charged with securing and protecting the civil right to education.

In addition to the declaration of public policy at the State level, the United States Supreme Court, in the case of Brown vs Board of Education, ruled: "that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

The State Board of Education and the Michigan Civil Rights Commission hold that segregation of students in educational programs seriously interferes with the achievement of the equal opportunity guarantees of this State and that segregated schools fail to provide maximum opportunity for the full development of human resources in a democratic society.

The State Board of Education and the Civil Rights Commission jointly pledge themselves to the full use of their powers in working for the complete elimination of existing racial segregation and discrimination in Michigan's public schools. It shall be the declared policy of the State Board of Education that in programs administered, supervised, or controlled by the Department of Education, every effort shall be made to prevent and to eliminate segregation of children and staff on account of race or color.

While recognizing that racial imbalance in Michigan schools is closely

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related to residential segregation patterns, the Board of Education and Civil Rights Commission propose that creative efforts by individual school districts are essential and can do much to reduce or eliminate segregation. Local school boards must consider the factor of racial balance along with other educational considerations in making decisions about selection of new school sites, expansion of present facilities, reorganization of school attendance districts, and the transfer of pupils from overcrowded facilities. Each of these situations presents an opportunity for integration.

The Board of Education and the Civil Rights Commission emphasize also the importance of democratic personnel practices in achieving integration. This requires making affirmative efforts to attract members of minority groups. Staff integration is a necessary objective to be considered by administrators in recruiting, assigning and promoting personnel. Fair employment practices are not only required by law, they are educationally sound.

The Board of Education and the Civil Rights Commission further urge local school districts to select instructional materials which encourage respect for diversity of social experience through text and illustrations and reflect the contributions of minority group members to our history and culture. A number of criteria are enumerated in "Guidelines for the Selection of Human Relations Content in Textbooks" published by the Michigan Department of Education in 1965.

The Board of Education and the Civil Rights Commission believe that data must be collected to show the racial composition of student bodies and personnel in all public schools as a base line against which future progress can be measured. Staff members from both departments have been instructed to begin a survey next month.

To implement these policies the State Board of Education has assigned staff to work cooperatively with the Civil Rights Commission and local school authorities for the purpose of achieving integration at all levels of school activity.



The Michigan Civil Rights Commission also stands ready to assist local school boards in defining problem areas and moving affirmatively to achieve quality integrated education.

April 23, 1966

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